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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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Editorial

The Truth About Horace Mann

HORACE MANN belongs in the class with Washington and Lincoln.

His achievements for the United States were as definite as those of Washington and Lincoln, and they were achieved by education instead of by war.

Nowhere is there a statement of what Horace Mann did that places him in the class with Washington and Lincoln.

Instead of giving any real reason for his greatness as an educator we say it is because he is in the Hall of Fame. There is no virtue in being in the Hall of Fame. The virtue is in the reason why he is in the Hall of Fame.

Instead of naming the real achievements of Horace Mann we teach the children that he was great because thousands of schools are named for him, when the truth is there were never fifty schools named for him.

Horace Mann doomed sectionalism and localism everywhere except in the slave states, and all that the United States is today is due largely to the elimination of sectionalism and localism through the influence of Horace Mann.

There would have been no Yorktown had there been no Declaration of Independence, and there would be no state-supported schools for all children but for the Declaration of Public Education by Horace Mann.

It was not what he wrote, but the influence of what he wrote that made Horace Mann the greatest public school educator in the New World.

What the teachers need to know is Why and How Horace Mann doomed sectionalism and localism by education.

Dr. May's Promotion

DR. MARK A. MAY of the Department of Education, Yale University, has been a leading feature in the Connecticut achievement in character education and welfare service which is leading the states of the union, and his appointment as director of the statistical bureau of the Yale Institute of Human Relations and secretary of the Institute's executive committee gives universal satisfaction.

Parent-Teacher Secretary

SUPERINTENDENT W. E. BAKER of Fort Morgan, Colorado, becomes general secretary of the National Congress of Parents and Teachers, with headquarters in the National Education Association Building in Washington.

This brings to the front, in this important moment of utilizing the family in school activities, the superintendent of a community that has always magnified public responsibility for the promotion of education of youths.

Superintendent Baker has the spirit of the State Teachers College at Greeley. He is consecratedly devoted to the cause he is to represent, and has personality that responds promptly to every appeal for leadership and retains public confidence easily.

Suzzallo Succeeds Pritchett

DR. HENRY SUZZALLO will succeed Dr. Henry T. Pritchett as head of the Carnegie Foundation for the Advancement of Teaching. This announcement, while it has been known to be the solution of this most important administrative problem, gives universal satisfaction. It brings into vital action one of the most virile public school men of the day.

While Dr. Suzzallo's official relations have been associated with universities and colleges, his writing and thinking have been primarily with elementary and secondary education.

Dr. Pritchett has been a vital factor in the administration of a great professional trust, stabilizing conditions heroically in tumultuous times.

Dr. Suzzallo has entirely different problems from those which Dr. Pritchett faced a quarter of a century ago, and he is in closer touch with public school problems than his predecessor was. Dr. Pritchett was fifty years of age and Dr. Suzzallo is fifty-five years of age as he assumes responsibility.

The Michigan Law School, Detroit, has recently received $21,000,000 from a graduate of 1882 and his family, which will make it the wealthiest the world has ever known.

Philander P. Claxton

AFTER a public and professional career of high efficiency for many years Dr. Claxton has returned to Tennessee, and at the University of Tennessee is writing a history of education in Tennessee, which will be in large measure the history of education in the South.

Incidentally Dr. Claxton is lecturing and doing other professional and historical writing. Just now he is in Europe making some interesting and important studies.

Few school men have had as brilliant a career as has Dr. Claxton. A native of Tennessee, he graduated from the State University at twenty years of age; was a student at Johns Hopkins University at twenty-one and twenty-two years of age; a student in Germany at twenty-three; was superintendent in North Carolina cities from twenty-four to forty-two, and was college professor in North Carolina for nine years.

In these North Carolina years Dr. Claxton was one of the most brilliant crusaders with Governor Aycock, Edward A. Alderman, Walter Hines Page and others in giving that state the most remarkable creation in education of any state in the South.

From forty-nine to fifty-nine years of age Dr. Claxton made the University of Tennessee an institution of such national distinction that President Taft appointed Dr. Claxton, a Democrat of the South, United States Commissioner of Education, and for ten years the Bureau of Education won universal appreciation by everybody everywhere.

Since retiring from the Commissionership of Education Dr. Claxton has been provost of the University of Alabama, and superintendent of Tulsa, Oklahoma.

When he retired as superintendent of Tulsa he announced that he was retiring from all official service in education, and in accordance with that announcement he is back on his native heath, and is working as he chooses.

A Knoxville paper, referring to his life at the University, says he is living "in active retirement."

The University of Chicago Press issues the Year Book of the National Society of College Teachers of Education for 1930, a study in "Quantitative Measurement in Institutions of Higher Learning," edited by Stuart Appleton Courtis, secretary-treasurer; paper covers, 253 pages; 6 by 10 inches.

National Council of Education

THE National Council of Education, Henry Lester Smith, president, Adelaide S. Baylor, secretary, will celebrate the fiftieth anniversary at Columbus, Saturday, June 28, and Monday, June 30. This organization has the habit of continuing a president in office for several years so that the character of the meetings has been determined from time to time by the administration. There was a time when even the financial policy of the National Education Association was largely determined by this Council. Of late the Council has been purely professional. The leading recent administrations have been those of Dr. Homer H. Seerley and Dr. J. M. Gwinn. It is a distinct honor for Dr. Henry Lester Smith to arrange the anniversary program.

Belding's Page

TREES FOR TEACHERS

PUPILS of Public School 87, New York City, planted in a nearby park, the other day, two trees in memory of teachers.

Other trees may well be planted by other schools in memory of other teachers. Trees are a fitting symbol of the growth and spread of a teacher's influence. Trees go on living and expending through the years, precisely as the lessons imparted by a true teacher continue doing.

Only God can make a tree—and only God can make a teacher; that is to say, a real one. Such teachers live forever in the lives of their students and in the ongoing life of generations yet unborn.

The best teachers will be remembered without the planting of trees. But why omit the mark of gratitude and public recognition? Monuments to teachers are none too numerous. Teachers go forth, not unwept or unhonored, but unsung.

Let the trees whisper to the breezes and sing to the hearts of all beholders the praise of teachers.

TRUTHFUL CATALOGUES

THE importance of a school is not to be gauged by the size of its diploma or its catalogues. Often the smallest, least significant institutions confer the sheepskins requiring largest wall space, and issue catalogues which have been padded to the greatest thickness. Some of the leading institutions, on the other hand, seem to take pride in the diminutive size of their documents and certificates.

The really important point is that the matter which is printed over the official seal should be truthful. Diplomas of all really reputable institutions are awarded as the prizes of earnest effort and scholarly accomplishment. No doubt there are still a few "diploma mills" where degrees can be bought for mere money. But these are doomed.

It is surprising, however, to note the careless claims made in many college and preparatory school catalogues—as if the main purpose were to match the claims of a rival and not to set forth a true picture of the instruction actually offered.

There are tricks in all trades, apparently, even including the selling of education. The discriminating part of the public sees through such ruses, and is justly suspicious of the printed literature which is too obviously inflated with heated atmosphere.

BE FAIR TO COLLEGES

SUPERFICIAL observers may easily draw wrong conclusions about the effects of modern colleges upon their students. One American author is just now writing a book in which he intends to prove that higher education in the United States is a failure. He will have a hard time bringing together sufficient evidence to clinch his argument. Outwardly one may see many signs of wildness. Appreciation of jazz music and crude pictures may seem to be the sole fruits of college life, but of course they are not.

Colleges are too often judged by the exaggerated accounts which are brought home by freshmen, and by the exceptional frolics which get into the daily press.

The dean and his faculty associates know a great deal more of the true situation than do the critics on the outside. And to these officers of instruction the constant encouragement is the development which they see wrought in the intellectual interests and powers and the moral reactions of the students as they pass from year to year through college halls.

What do the undergraduates amount to in their junior and senior years?

This is a better test than to measure the excesses of students to whom college is a novelty and its freedom an inducement to revelry.

DISCOVERING THE CHILD

EDUCATION today recognizes the existence of individual traits and aptitudes. It knows that children cannot all be poured into the same mould and cast into identical objects. The wisest teachers have always known this, but the pressure of mass instruction for a while threatened to submerge pupil personalities. It is decidedly to the credit of the schools that, with none of the pressure removed, with enrollments in nearly all grades steadily rising, the needs of the individual have begun to receive earnest attention.

To discover the native bent of each boy and each girl; to discern in the juvenile mind and body and spirit the supreme possibilities of the finished product which the Maker intended, is no slight task but one which challenges every ounce of ability which the educator possesses.

Anson W. Belding

Associate Editor.

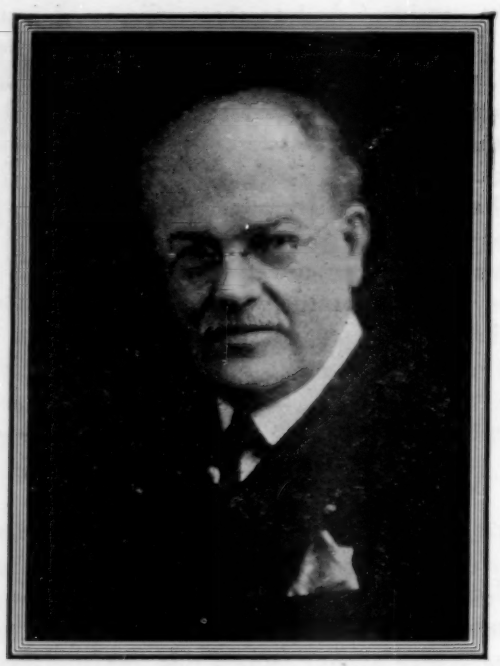
Dr. Frank D. Boynton

By A. E. WINSHIP

RARELY has a death of a city superintendent of schools caused as universal grief as that of Dr. Frank D. Boynton of Ithaca, New York, by automobile accident at Bayshore, Long Island, on the afternoon of June 17.

Dr. Boynton went on the Long Island railroad to dedicate a new high school building at Islip.

He was met at the station by the principal of the school, Joseph Myers and Mrs. Myers. As they were going to the high school building a car, driven by Joseph Zapulla, crashed into the rear



of Mr. Myers' car, throwing it into a ditch, and Dr. Boynton's skull was crushed, and without regaining consciousness he died soon after reaching the hospital at Bayshore.

Both Mr. and Mrs. Myers were seriously injured, but the occupants of the Zapulla car received only minor injuries.

Dr. Boynton, sixty-seven years of age, eight years principal of the high school, and thirty years superintendent of Ithaca, was one of the most eminent city superintendents of the country, both because of the remarkable efficiency of the school system of Ithaca, and because of his exceptional professional popularity on the platform and with his pen.

At the meeting of the Department of Superintendence at Cincinnati, February, 1925, Dr. Boynton's address was one of the most brilliant and acceptable addresses on education in the sixty years of the meetings of the Department of Superintendence, and it was published by the National Education Association as campaign document, something that had never been done before.

Four years later Dr. Boynton was president of the Department of Superintendence, and again his opening address was published as a monograph.

Since then Dr. Boynton has been in demand for platform service on occasions of various kinds in all sections of the country, which accounts for his going to Islip for the dedication of the high school.

His writings have been as universally in demand as have his professional and civic addresses.

Our friendship of thirty-eight years was one of the closest of my professional life.

In his first year as principal of the Ithaca High School I chanced to be in Ithaca for a few days because of the social charm of Professor Morse Stephens, the modern psychological inspiration of Professor Tichnor, the pedagogical modernism of Dr. Charles De Garmo and the glorified achievements in nature study by Dr. and Mrs. Comstock.

In the halo of those Cornell associates I discovered a high school principal who was responsible for a creation in education which fascinated me. Frank Boynton had induced the school board to invest a few hundred dollars in an advertisement in two magazines—Harper's and Century—magnifying the advantages of having Ithaca boys prepare for college.

There was some manipulation of state aid to college students whose families lived in Ithaca, provided they passed the state examination superbly well. The details are not at my command at this moment, but I do recall that when Dr. Boynton was promoted to the superintendency, the state auditor, I think it was, published a statement to the effect that persons who came to Ithaca in response to the advertisement, which was continued for several years, had paid a total of about a quarter of a million dollars.

That scheme of Boynton's was a high spot for my platform and editorial activities. Boynton at thirty and Winship at forty-seven became close friends, and Frank D. Boynton had an active publicity man for all occasions, and I often had an interesting topic for emergency occasions because of his friendship.

It was the culmination of devoted friendship when we could announce in the issue of the Journal of Education, June 9, two weeks ago, that Dr. Boynton was to identify himself with the Journal of Education in the creation of a Department of Superintendology.

Louisiana Parish Invests in Schools

By ANGIE WILLIAMS

Assistant Superintendent, East Baton Rouge, La.

THE schools of East Baton Rouge Parish, Louisiana, are operated by a School Board composed of sixteen members elected from the several wards by popular vote for a term of six years, one-third of these members being elected every two years. This Board is organized with the idea of centralization of authority and responsibility. Executive authority is vested in a superintendent who is elected by the Board for a term of four years, and who gives his full time to the execution of policies determined by the Board. The superintendent looks to the Board for guidance in matters of a purely business nature, but is given a free hand in matters that are purely professional.

During the last decade the activities of the School Board of East Baton Rouge Parish have been prosecuted along two major lines; namely, providing adequate school facilities and improving classroom instruction. During this period $2,120,465 was expended for school buildings alone.

Two factors have necessitated the stressing of a continuous building program. One of these factors is consolidation of schools outside of the city of Baton Rouge and the other is the rapid increase of school population in the city of Baton Rouge and in the suburbs. The enrollment in the white schools of the parish in 1920 was 3,853. These pupils were housed in four brick and sixteen frame buildings with a total value, including equipment, of $103,937. The enrollment increased during the decade to 7,082 pupils, who are housed in eighteen brick and nine frame buildings with a total value, including equipment, of $2,244,402. The average investment per pupil for buildings and equipment has increased from $26.98 in 1920 to $316.97 in 1930. In the city of Baton Rouge there were erected for the white children two buildings for pupils in the grades from one to six inclusive, a junior high school building to care for the children in the seventh and eighth grades, and a senior high school for children in the ninth, tenth and eleventh grades. There were erected, in the suburban district around Baton Rouge, five modern, well-equipped, brick buildings to care for the elementary grades in these sections, and one high school building was erected for the combined elementary and high school departments in one of the rural districts at a cost with equipment of $65,500. This building houses 269 pupils, 79.2 per cent. of whom are transported in motor transfers. At the present time another brick building is being erected in a rural ward at a cost with equipment of $53,000, which will house 335 pupils, 98.8 per cent. being transported in motor transfers. Consolidation has advanced in East Baton Rouge Parish to such an extent that only two of the 260 white teachers in the parish have charge of as many as three grades each. There has been no period during the last ten years when a building program was not under way. However, with the completion of the modern, well-equipped brick building in the rural section and with the addition of classrooms to several school plants in suburban Baton Rouge, the indications are that ample school facilities will be provided for all children in the parish for the immediate future.

For the negroes of the city of Baton Rouge there were erected during the decade four brick elementary school buildings and a high school building at a total cost with equipment of $386,148. Ten frame buildings were erected in the rural districts.

The other activity which has claimed the attention of the Board is the improving of classroom instruction. As was stated before, the Board leaves this primary function entirely to the superintendent, who is responsible to the Board for the successful operation of the schools. He is assisted in this phase of the work by two supervisors, one for the city schools of Baton Rouge and one for the rural schools. These two supervisors are responsible to the superintendent for the type of work done in the classrooms. They visit classrooms, confer with principals and teachers, direct the attention of the principals and teachers to professional literature dealing with their problems, and hold meetings with groups of teachers for studying classroom practices. From time to time they report the progress of their activities to the superintendent. The superintendent is further assisted in the supervision of instruction by the principals in the parish, who work with the two parish supervisors. In order that they may assist in supervision the principals do little or no actual teaching. They are permitted to visit other schools in order to acquaint themselves with better practices. Group meetings are held for them for studying classroom procedures. The superintendent and the two supervisors plan these meetings; the principals co-operate by suggesting problems for study and by leading in the discussions.

Supervision in the schools for negroes is organized in a manner similar to that employed in the schools for white children. There are enrolled in the rural schools for negroes 1,461 children, and in the city schools for negroes 2,861 children. A rural supervisor and a city supervisor are employed by the Board whose duties and methods of procedure are similar to those of the supervisors for the schools for white children.

John Learns from Nature

By W. A. BALDWIN

Rhode Island College of Education, Providence

JOHN was an intelligent country boy whose father was a farmer in the corn belt of the Middle West. The planting season had come, and John was imbued with the spirit of his environment—the spring time and the planting preparations of his father, the hired man, and the neighbors, so he asked his father if he might have a plot of land on which to plant some popcorn. "Why do you wish to raise popcorn?" said his father. "So that I may have it to pop next winter, and then we can have plenty of popcorn balls for the other boys when they come to see me," he replied. The father, who was a wise man, and had been well trained in a modern agricultural college where they taught not only agriculture but sociology, gladly gave his consent. He saw in this undertaking of his son great possibilities for education of the right kind.

John desired to plant his popcorn in the same field with his father's field corn. His father said: "If you wish to try it you may, but I fear you will be disappointed with the results, and I would advise that you plant in some other place as well." John decided that he would like to try planting with the other corn, but having considerable confidence in his father, he asked if he could have also a plot near the woods. Again his father consented, but again he advised still another plot. John thought his father was a little fussy, but his mother said: "Your father has been very successful in raising corn for many years, and you will do well to follow his advice." At the same time she offered him a choice plot in her kitchen garden.

And so it came about that John had three different corn plots and he became impatient to plant them. He was particularly anxious to beat his father and the hired man. And so his corn was already up when theirs was being planted. Just about that time Jack Frost paid a visit, and John found his corn destroyed, and he was obliged to replant that plot. Meanwhile the plot near the woods had been planted, and soon the little green blades began to peep out of the ground. John ran out every morning, rejoicing to see how it was growing and glad that Jack Frost came no more. He had learned one very valuable lesson about the relationship between climate and plant life, and he was doomed to get another lesson just as painful.

One fine morning when he visited this second plot of corn he found many hills in which the blades of corn were lying wilted on the ground. Almost crying he ran home to breakfast and told his father about the tragedy, urging him to come and see and tell him what was the matter. After breakfast Mr. Jones took time to go with his son to the scene of desolation. Under his skillful questioning John noted that some of the corn had evidently been pulled up and the kernels had disappeared. He also saw birds' footprints in the soft earth, and remembered that he had seen crows flying up from the field on his approach in the early morning. He inferred that these crows had been pulling up his corn and was very anxious to have his father advise him what to do. His father reminded him of various kinds of scarecrows which he had seen in riding by their neighbors' fields—as white strings suspended on stakes, bottles and bright pieces of metal swinging in the sunshine, the figure of a man in old clothes, and a dead crow swinging from a pole.

Although John had seen all these things before he had not paid much attention to them, as they did not seem to concern him. Now they took on a new meaning, and he was very much interested to find out which of these his father considered best and why he used none of them in his own corn field. "Because," said his father, "I have a better remedy. Don't you remember that last year, when we were getting the corn ready for planting, I gave you what you thought was a very disagreeable job?" "Oh!" said John, "You mean when I had to pour tar on the corn and keep stirring it until every kernel was black, and then sprinkle ashes on it and stir until every kernel was covered with ashes?" "Yes," said his father, "and when Mr. Crow finds that the corn has been treated in that way he is not apt to pull many hills."

John was now anxious to be allowed to treat his corn in that way and seemed to forget the disagreeable side of the job.

During the conversation Mr. Jones had observed that not all of the corn had been destroyed by the birds. He asked John if he had noticed any blades of corn lying wilted on the ground which had not been pulled up by the roots. John looked again and discovered that some blades looked as though they had been cut off at the surface of the ground. Here were no bird tracks, but in some cases by looking closely he discovered small holes in the ground. At his father's suggestion he dug carefully into the hill, where he found the kernel and roots undisturbed, but in most cases he found also a little gray worm, which his father called a cut worm. John was anxious

to know the remedy for this. His father advised him to talk with the Farm Bureau director and to write to the State Agricultural College, and to the U. S. Bureau of Agriculture for circulars telling how to deal with this and other insect pests He was very glad to follow this advice, even glad to rewrite his letter after his mother had corrected his first draft.

The world of plant and animal life was taking on new meanings, and so when a few days later his mother gave him, as a birthday present, an illustrated book on "The Everyday Miracles of Plant Life," he was very much delighted.

Space will not permit the full account of John's project of raising popcorn, but enough has been said to indicate something of the possibilities in educational values in such a project or series of projects.

Let us examine a little more closely this small section of the major project—namely, the planting of the corn. What are some of the ideas which have been started or developed?

1. The desirability of good seed of the kind and variety which is to be raised.—Heredity, cross fertilization and selection.
2. The necessity of soil adapted to the needs of plants.—Soil and plant life.
3. The necessity for planting at the proper season.—Climate and plant life.
4. The danger of planting in the near neighborhood of other varieties of corn.—Relation of bees and plants. Cross fertilization by bees and wind.
5. Danger of planting corn in the shade.—Sunshine and plant life.
6. The danger from crows and black birds.—Birds and plant life.
7. Danger from cut worms.—Plants and insect enemies.
8. Helpfulness of Farm Bureau.—Organizations for social betterment.
9. Helpfulness of Agricultural College and United States Bureau of Agriculture.—Government agencies for helpfulness.
10. Helpful and enjoyable information in books.—Value of libraries, public and private.
11. Sympathetic and helpful encouragement and advice from father and mother.—Value of home and parents.
12. Value of ability to read circulars and books and to write letters.—Value of school.
13. Necessity for patience and persistence.—Good citizenship.
14. Disagreeable work loses its repugnance when one is interested in the result.

Of course many other lessons were learned before the season was over. The corn which was in the field with his father's field corn grew well and looked very promising, but when John came to husk it he found that it was neither popcorn nor field corn and he decided to feed it to his chickens.

The corn near the woods was spindling, and did not ear up well, and the woodchucks got the most of what did develop.

The corn in his mother's garden did well from the first, and from this he had an excellent crop of which he was very proud and some choice ears which secured for him the first prize at the county fair. He was, however, conscious that he would not have had this crop except for the good advice of his father and the sympathy and kindness of his mother. Thus one of the best lessons which he gained, and one that it is very hard for boys to get, was that of the value of the advice of people of experience.

These are a few of the meanings that may come to any twelve-year-old boy with parents wise enough to help him to get such experiences. I say a few, because it is hard to picture how the whole life of the boy is affected by such vital experiences. He awakes in the morning with a new interest as to the weather. Will the day be fair for planting? Will this rain be just what is needed to start the corn to grow? Is there anything in the saying about planting in the new of the moon or when the chestnut trees are in bloom? If so, why? He is hungry at meal time and glad to go to bed at night. He is getting a new attitude toward the farm life and his part in the same.

Intercourse between father and son takes on new meaning as they discuss their experiences and reading at meal time and in the evening hours.

He is still a real boy and often is boisterous, forgetful and tantalizing, but his parents notice a growing thoughtfulness and helpfulness as the popcorn undertaking progresses.

If one could measure the real education which may come to a boy in carrying such a series of projects through one cycle of plant life, how would it compare with that which results from a school year of study as pursued in the ordinary high school or college?

"Thank God every morning when you get up that you have something to do that day which must be done, whether you like it or not. Being forced to do your best will breed in you temperance and self-control, diligence and strength of will, cheerfulness and content, and a hundred virtues which the idle never know."

—Charles Kingsley.

Dr. Strayer's Vision and Accomplishments

By DR. WILLIAM C. BAGLEY
Columbia University

[Extracts of Address at Dinner in Honor of Dr. George D. Strayer.]

AN EMERGENCY Commission of the National Eduation Association, Dr. George D. Strayer, chairman, was appointed in 1918 to co-ordinate the varied types of war-time service that had been assigned to the public schools; to find ways and means of solving other serious problems which the schools were facing, the most significant of which was an alarming shortage of teachers; and to study the relation of the educational system to certain outstanding weaknesses in our national structure which the war crisis had brought into high relief—the prevalence of relatively high ratios of illiteracy in many of the states, the need of a greatly extended program of health education, the presence in our midst of a large foreign-born population many elements of which were quite unassimilated, and the glaring inequalities of educational opportunity as between the rural and the urban areas, and in general between the wealthier and the poorer communities.

The most comprehensive of the proposals was a plan for Federal participation in the encouragement and support of public education in the several states for the reduction of illiteracy, the Americanization of the foreign-born, the development of health programs, the better training of teachers, and the equalization of educational opportunity especially through the improvement of the rural schools.

In the first place, the Commission's program of national legislation unified, for the first time, the teaching profession. The National Education Association, which had only 10,000 active members in 1918, increased its membership to more than 100,000 in less than five years, and the number is now well past 200,000. When the Commission was organized, the Association's paid staff consisted of a secretary and two clerical assistants. Today the headquarters staff numbers nearly two hundred and includes field secretaries, legislative secretaries, editors, and highly trained research workers.

In the second place, the development of the National Education Association, stimulated by the program of the Emergency Commission, in its turn stimulated the development of professional organization in the several states. These are affiliated with the National Organization, and most of them now have paid secretaries.

The continued discussion of the various problems has had a great deal to do with the progress that many of the states have made toward correcting the weaknesses to which the Commission repeatedly called attention. Most notable has been the progress that the past ten years have witnessed in the training of teachers. In 1919 very few states could report that as many as one-half of their public school teachers represented the standard of training generally regarded as the minimum. Today in most of the states a majority of the teachers have reached this standard, and more than one-fourth of the states are rapidly approaching the day when no single teacher will be recorded as below standard in this particular.

It was the Commission that first set forth clearly the needs and formulated a program for meeting them. It was the Commission that kept these needs persistently before the public until other organizations took them up. It was Dr. Strayer whose vision and leadership made it possible for the Commission to achieve these great changes.

Handling Funds of School Organizations

By E. E. FINK
El Dorado, Kansas

THIS system provides a plan, controlled by the school principal, for handling the finances of the various organizations and activities functioning within the school. Often these finances are left to the student officers, and the result is very poor bookkeeping.

An outline of the plan follows:—

1. All money received by any school organization or activity is deposited with a School Activity treasurer, a faculty member who knows bookkeeping.
2. The activity treasurer deposits all such funds in a designated bank under one account called the School Activities account.

3. When the School Activity treasurer receives money from any organization or activity, he opens an account with that organization or activity in a ledger and credits it with the amount received.
4. When an organization or activity desires to make a payment it does so through the School Activity treasurer, who makes the payment by check drawn on the School Activity account and debits or charges the account of the organization or activity requesting the payment.
5. The School Activity treasurer makes no payment except by check and writes no check except upon authority of the principal of the school.

In detail the plan is as follows:—

The various organizations within the school, such as clubs, societies and class organizations, usually have means of raising funds, either through membership dues or public entertainments and exhibitions. All these funds are deposited with the School Activity treasurer. When the School Activity treasurer receives such money, he issues a receipt, keeping a duplicate of the receipt on a stub. The receipts are bound in a book, and the stubs can be used as original records of cash received, thus obviating the keeping of a cash receipts book, posting to the ledger being done from the stubs. Upon issuing a receipt the School Activity treasurer opens an account in his ledger with the organization making the deposit and posts from the stub of the receipt to the account. Thus the organization is given credit for the amounts placed in the School Activity Fund.

When an organization desires to make a payment, if it has an invoice, the invoice is O.K'd by the sponsor of the organization and presented to the school principal and if he O.K's it, it is sent to the School Activity treasurer, who makes the payment by check, keeping a duplicate of the check on a stub in the bound check book. The O.K'd invoice is retained by the School Activity treasurer as authority for the check. If there is no invoice the organization sponsor goes to the principal's office and draws a form order on the School Activity treasurer, which must be signed by the sponsor and the principal, and then it is sent to the School Activity treasurer, who writes the check and retains the order as authority for the check. The bound check stubs serve as original entry of cash disbursements, and from these the School Activity treasurer posts to the accounts in the ledger. The accounts in the ledger show the amounts received and the amounts paid out for each organization and the balance remaining to their credits.

Extra-curricular activities such as athletics, debate and music involve only a slightly modified form of procedure. Money received from public entertainments and exhibitions of these is usually handled by a faculty member appointed for that purpose and, while it all goes through the School Activities account, the faculty members handling the money may deposit it in the School Activities account and receive credit on the books of the School Activity treasurer by presenting him the duplicate deposit ticket in lieu of the cash. Student organizations might also follow this plan, thus relieving the School Activity treasurer of handling the cash and making the bank deposits, but it is not good policy on account of the unreliability of students in such matters.

A plan for handling the expenses of athletic teams follows:—

At the beginning of the season the coach draws a check for an amount sufficient for the first trip of the team. Upon return from the trip he submits a statement of his expenses, and draws an order for the next trip, retaining any balance which he might have held from the previous trip. Thus, if he draws $100 for the first trip and spends $90, he makes a statement of the expenses and retains the $10 to apply on the next trip. No check is issued to him until he has made a statement of the expenses of a trip. Thus the coach is compelled to submit a statement of expenses for each trip.

To be of value this system must be followed closely. Organization sponsors must understand it and be given to understand that all funds of their organizations must go through this system. The organizations are requested to keep books of their own and to check with the School Activity treasurer periodically to see that there is no disagreement in records. In effect the School Activity treasurer is simply a banker for the school organizations—they deposit their money with him and draw it out through him. The only difference between this and an individual's transactions with his banker is that an individual may draw at will upon his account, while the organizations must have the consent of the principal to spend their money. The School Activity treasurer should keep such a set of books that each organization's balance is shown daily. This plan makes it possible for an organization to carry on business when its funds are depleted, by over-drawing its account. The School Activity treasurer should never allow an organization to over-draw its account without express permission from the principal. This is sometimes necessary, however, and is perfectly proper. As, for instance, the Hi. Y. may wish to send some delegates or hold a banquet, but does not have the necessary funds, but has means of raising the amount later. It would be proper for the principal to permit the Hi. Y. to over-draw its account with the understanding that the account would be balanced later.

Personal and Professional

CARL A. GARDNER, principal, North Fort Worth, Texas, Senior High School, is professionalizing secondary education scientifically and zealously under the inspiration of John W. Withers, J. O. Creager, Philip W. Cox and other leaders of New York University, to whom he gives high credit for modernizing the high school service to youths today.

DR. TRUMAN L. KELLEY, who will be at the Harvard Graduate School hereafter, has won universal recognition as a leader in the scientific mastery of statistical and experimental education.

At forty-six years of age he has been on the faculties of Georgia Institute of Technology, University of Illinois, University of Texas, Columbia, University and Stanford University, and has become a running mate with Dearborn of Harvard, Thorndike of Columbia, Thurstone of Chicago, and Spearman of London.

In the past four years Dr. Kelley has produced "The Influence of Nurture Upon Mental Differences," "Interpretation of Educational Measurements," "Crossroads in the Mind of Man" and "Scientific Methods." No one has produced more important professional books since 1926 than has Professor Kelley. He has been on the Stanford faculty for ten years.

ELBRIDGE W. NEWTON, whose service to education was recognized by Tufts College in conferring a Master of Arts degree, has been of incalculable service in the promotion of academic appreciation of public school music.

Mr. Newton graduated from Tufts College forty years ago, and music has been his major interest. He has edited or assisted in editing twenty-nine volumes of school music.

The high rank Ginn and Company has attained and maintained in public school music has been due, primarily, to the music appreciation, professional ideals, and academic standards of public school music for which Elbridge W. Newton has been responsible.

DR. M. R. KEYWORTH, superintendent, Hamtramck, Michigan, not only has one of the most interesting and important school systems in the country, but he is an unusual personality. He has created a school system that we have never seen excelled; has been the leader of the district Rotarians to the distinct advantage of the organization; has been president of the State Teachers Association, which was never better than when under his guidance, and in his spare time; has earned his Doctorate of Philosophy at the Michigan State University, writing as his thesis, which ranked "A," a study of the legal aspects of school board minutes, which will be of high value in administrative education.

Incidentally, as sometimes happens, the Journal of Education, and its editor on the platform, called attention to Dr. Keyworth's exceptional administrative qualifications three years ago.

MISS MARGERY A. RICE, a teacher in Holden, Massachusetts, for forty-five years, upon retiring under the State Pension Act, has the Centre Grammar School named in her honor, and a bronze tablet has been placed with this inscription: "This building is named the Margery A. Rice School in grateful appreciation of forty-six years of devoted service in the Holden Schools."

On the closing day of the school the desks were removed from her classroom, and amid beautiful decorations Miss Rice was given a demonstration of the appreciation of the community.

Superintendent J. R. Childs has developed a delightful spirit of education consciousness in the community.

DR. PRESTON W. SEARCH, famous as the pioneer of individual education more than forty years ago, is enjoying his seventy-eighth year at Carmel-by-the-Sea. He is president of Carmel's Municipal Advisory Board of Twenty-five Distinguished Citizens (Artists, Writers, Sculptors, Musicians, Dramatists, Architects, Attorneys, Scientists), which is one of the most interesting civic groups in the country.

J. E. MATHIS, superintendent of Americus, Georgia, has had an unusual relation to the city of ten thousand population midway between Macon and Albany. He has been in educational service, off and on, for half a century, and has been superintendent uninterruptedly for eighteen years, and at seventy-five years of age is one of the leaders of the state.

The recent graduation of the fiftieth class in the city's history was made an occasion of public recognition of his service to the schools and to the city in many ways.

H. W. SLAWSON has been in service in Ann Arbor, Michigan, for thirty-one years. We knew him in Moline, Illinois, for six years before he went to Ann Arbor. He was a subscriber to the Journal of Education while at Clifton, Houghton, and Coldwater, Michigan, for fourteen years before we personally knew him at Moline. He has rounded out fifty years as a subscriber to the Journal of Education, and he is still going strong.

They Say

DR. DENIS A. McCARTHY, Boston:—

"It seems inherent in our imperfect nature to be slow to praise but quick to blame. In the press we see, day after day, excellent articles, excellent letters. We never think of dropping a word of commendation to the writers. But when, one day, we find something that runs counter to our opinions, how quickly do we write and tell the offending correspondent our opinion of him!"

HERMAN S. HALL, Connecticut field supervisor of trades and industries:—

"Teaching is a young and growing science. New facts are being added to the sum total of knowledge in this field almost daily, and those engaged in teaching must be ever on the alert and constantly add to their store of knowledge if they are to continue as successful teachers."

COLONEL E. M. HOUSE:—

"When the ranchman in Texas can hear the King of England talk in the Royal Gallery of the House of Lords in London, and can be forcibly brought to realize that royalty is not a crown and a sceptre but a human being like himself, it will be a step toward peace, for if all the countries in the world really understood one another there could be no war."

ROBERT HILL LANE, assistant superintendent, Los Angeles:—

"The purpose of education is to effect changes in conduct on the part of the person educated. Only that child has been truly educated whose conduct has been materially changed as measured by his changed conduct."

ROBERT M. HUTCHINS, president, Chicago University:—

"Loss of time and initiative is the curse of our education system."

WILLIAM ALLEN WHITE:—

"Peace without justice is tyranny, no matter how you may sugar-coat it with expediency. Whoever pleads for justice helps to keep the peace."

ARTHUR DEAN:—

"A genius is one who never overlooks a spot, whether it be on her clothes or her manners, or fails to polish her mind as well as her nails, and never forgets to carry along her bringing-up as well as her purse."

MRS. EDITH B. JOYNES, principal, Berkley Schools, Norfolk, Va.:—

"Sound psychology and pedagogy require that the teaching be done in the terms of the lives of the pupils, the terms of the environment with which they are familiar.

"We as teachers must bear in mind that each child is a personality; each differing from every other child in the community. At all times we should recognize and act upon the understanding that children are social beings."

R. L. LYMAN, professor, Department of Education, University of Chicago:—

"We shall not be building character if we teach pupils to estimate success in terms of surpassing the other fellow. School routine too often fosters the primitive emotion of rejoicing in another person's misfortune."

WILLIAM J. BOGAN, superintendent, Chicago:—

"Working men now have a choice for their children of: One, a narrow training for industry; or, two, a narrow education for a leisure which they may never enjoy.

"Signs indicate that the self-respecting man will wish his children to have a third choice, a judicious mixture of technology, science, machinery, and academic subjects, a combination that is given seriously in very few secondary schools today."

MISS ADELAIDE REDMOND:—

"We are covering up our knees and showing our brains."

FRANK CODY, superintendent, Detroit:—

"Life is idealistic. Education must aim high. The ultimate ideal of true education is to develop character, to lure young people on to the highest and strongest spiritual grounds, to keep ever before them the loftiest, most challenging conceptions of human worth, and above all to elevate their own estimate of their individual worth and possibilities. Education that has failed to do this has lost its own soul."

SIR HARRY LAUDER:—

"Ye can't run away from life's realities. They pop up and hit ye in the eye presently."

BERTRAND RUSSELL:—

"Few things in the modern world are more surprising than the change which has come over parents in the present generation."

A Trip Through India

By L. H. PUTNEY*

(*Part Two*)

Hindus may be distinguished easily, for many of the men wear only a white dhoti which is draped over their lower extremities. The women bedeck themselves in bright-hued *saris,* and even the poorest of them wear an amazing number of gold and silver ornaments in their ears and nose and upper lip, and on their arms and ankles. All Hindus, male and female, paint on their foreheads white, red, or black symbols ranging from a dot or line to a fantastic monogram, to show to which of the thousands of deities constituting the Hindu pantheon they make their devotions.

Here, perhaps, a few words about the religion of the Hindus may be in order. I am told that when they first came down into the peninsula their religion was Vedism, a form of nature worship. Later they developed Brahmanism with its idea of universal spirit, Brahma, pervading everything and manifesting itself in every visible object. Out of the old *Vedas,* or books of prayers and sacred songs, it is said that sometime about 1000 B.C. the priests evolved the elaborate ritual of sacrifices and ceremonies which came to be known as Brahmanism. From this at a later day came the present Hinduism, which teaches that Brahma has revealed himself in a trinity consisting of Brahma, the creator, Vishnu, the preserver, and Shiva, the destroyer. To say the least, it is hard to reconcile Hinduism with all its idol worship with the high ideals contained in the original Vedas, such as: "Find full reward for right doing in right" and "Work is more excellent than idleness." About 300 A. D. Hindu society was divided into four castes. This was the beginning of the present complicated caste system that is proving such a curse to India. According to this division, the priests or Brahmans came first, for they were said to have sprung from the mouth of Brahma. Then followed successively the *Kshatryas* or warriors, the *Vaishyas* or farmers and tradesmen, and the *Sudras,* or laborers. Below them all were the "Untouchables" or outcasts, who, strange as it may seem, have innumerable divisions of their own. For example, our word "pariah" is the name of one large group of untouchables in southern India. Just how the untouchables are recognized I was never able to find out, in spite of the fact that I saw many of them. They live in hovels little better than pig-pens, and do only the dirtiest work, such as tanning hides and scavenging. They are not allowed to enter the temple precincts, nor must they come within certain prescribed distances of the upper castes. If by chance they do, the latter are contaminated, and in order to get rid of the pollution must undergo an elaborate purification ceremony, an important part of which is said to be drinking a potion made by brewing together the several products of the cow—milk, urine and dung. I was told that India has not less than thirty, and perhaps fifty or sixty million untouchables. I remember with what ardor my guide at Madura, who happened to be a member of the warrior caste enjoying an income of perhaps a rupee (an Indian rupee is worth about thirty-six cents in our money) a day, defended the idea of having untouchables.

In this connection I must tell you about some of the great temples in South India, especially the one at Srirangam near Trichinopoly, which is dedicated to the god Vishnu. Around the temple enclosure, which is a half-mile square, there are seven distinct walls. The area enclosed by the three innermost is sacred and may not be entered by any "Mohammedan, Christian, or European." Within the walls are the so-called palaces of the temple rajahs and the homes of hundreds of Brahman priests. (Not all Brahmans are priests.) You can always tell a Brahman by the cord which he wears on his breast from over his shoulder. The temple at Srirangam, like most temples in India, is one grand bazaar, where hundreds of merchants have stalls, in which they offer for sale cheap jewelry, clothing, toys, and various noise-making contraptions, grotesque chromos of fabulous beasts, pamphlets, and many other tawdry articles which remind you of carnival fakirs in the more effete West. Not far from this huge temple, one of the largest in all India, is another, which is dedicated to the rival god, Shiva.

The most interesting things I saw in these temples were two old juggernaut cars, which once a year are dragged around the temple enclosure. They are enormous affairs, and have heavy wooden wheels with rims fully ten inches wide. In the old days sacrifices were made to the gods by throwing youths in front of these wheels in order that they might be crushed to death. This is one of the few practices of the Hindus that the British authorities have stopped; for it should be explained here that much of England's success in getting along with strange peoples is the tolerance which she displays toward their religious and social customs. Today, in place of besmearing the wheels of the juggernaut cars with human

*Foreign Representative, Little, Brown & Co.

blood, the Hindus use the blood of freshly killed goats.

I wish that I were able to describe the carving on these Indian temples so that you could visualize it. Each of them contains several gorpuras or "sawed-off" pyramidal towers, which throughout their entire height of from fifty to seventy-five feet are a veritable forest of carved and painted statues of gods and goddesses, surrounded by elephants' heads and monkeys' tails and sacred six-headed cobras. The entrance to the temple enclosure is under these towers. Inside the temples there are hundreds of carvings which depict in stone stories taken from the *Vedas* and other sacred books. Because the idea of reproduction is constantly symbolized in them, some over-prudish westerners consider them grossly obscene.

One thing that interested me very much in India was the tense religious situation. Although outwardly the Muslims and Hindus appear friendly I am told that so far as the masses are concerned it is a sort of armed peace. For this the Muslims are blamed. Thanks to their militant religion, they have developed into a race of bullies and rely on aggressiveness to overcome the handicap of numbers. That they have usually come out on top in the many outbreaks which have marked Indian history during the last two or three decades is due to the fact that under the debilitating influence of their religion the Hindus have become too lazy to fight. To an outsider the sparks which set off the explosions seem so insignificant that the whole thing would be laughable were not the consequence often so serious. Here is a typical one. In their worship the Mohammedans are very serious. They tolerate no music or noise around their mosques. On the contrary, the Hindus apparently go on the principle that the more noise they make, the easier it will be to keep away the evil demons. Wedding and funeral processions always furnish an excuse for much beating of their tom-toms. If by any chance one of these processions happens to pass a mosque while Muslims are at prayer it is more than likely that there will be a commotion.

As you might guess, cows are held very sacred by Hindus. Although it would appear that originally this may have been the result of economic necessity, today reverence for all cows is one of the cardinal principles of Hindu theology. The result is that the country is over-run with worn-out old cows. You see them wandering around wherever you go, even on the streets of the largest cities like Calcutta and Bombay, and not infrequently monopolizing the sidewalk, if there happens to be one. I remember seeing a cow lying on the verandah of an unusually neat-appearing bungalow in the suburbs of Madras. I am told that in the villages these cattle often share the huts with the families of the *ryots* or farmers. Knowing this, it does not require much imagination to visualize the filth of India. In all my travels I have never seen its equal.

No Hindu will kill a cow, for according to his religion it may be a god, or it may house the soul of one of his own ancestors. In the larger towns wealthy Hindus have endowed "homes for aged cattle," where the animals supposedly may spend their last years peacefully chewing their cuds and meditating on the past, but in reality too often slowly starving to death. Fortunately, of late a tendency has developed among the less orthodox Hindus to sell their old cows to Mohammedan butchers. There are two sides to this, however, for, perhaps if they did not do it, the Muslims would not find it so easy to sacrifice cows in connection with their religious festivals, a thing that they seem to take delight in doing just as publicly as possible, and which always threatens to apply the tinder to the powder keg.

Although Dhanushkodi Pier is only twenty-two miles from Ceylon, south India bears no resemblance to that island. In place of dense jungles of tropical vegetation there are miles and miles of low sandy plains dotted with clumps of palmettos. The more I looked at it, the more the landscape reminded me of the coastal plains in the South Atlantic States. Farther inland the ground becomes higher. With its prickly pear cactus and small thorny trees resembling the mesquite, the country is very suggestive of southern Texas. In whatever direction you look you can see herds of cattle and rice paddies. Back home we hear a lot about India being a wheat-growing country; though this is true, the wheat crop is only one-fourth that of the rice.

In general it may be said that the eastern side of the peninsula is made up of low lands, and the western of hills, which in places reach a height of seven or eight thousand feet. These hills are filled with "stations" to which the Europeans retreat during the hot season. They also afford wonderful hunting, for they are densely wooded and filled with wild beasts, including the tiger. How numerous are tigers in India may be judged from the fact that the annual kill is around a thousand.

Northern India consists of the basins of two of the world's great rivers—the Ganges and the Indus. These streams have a length about equal to that of the Arkansas and Rio Grande, respectively. Both of them have their sources in the highlands known as the Himalayas (meaning "snow abodes"). Because Indian railways traverse only the more densely populated portions of the country, one may travel all the way to Peshawar at the entrance to Khyber Pass without seeing a single one of their majestic peaks.

(To Be Continued)

Heredity and Environment

By ARTHUR DEAN

Twenty-two years ago I held her in my arms. She was a pretty baby and bore many marks of being gifted.

Her mother was a leader in the intellectual life of the community, and at the same time a good home-maker and a woman of common sense.

The father was a school teacher with a brilliancy of approach to pedagogical questions and a method of setting forth his opinions which justified me in saying to myself: "He will not last long as a teacher. He knows too much, knows he knows too much, and doesn't know enough to know that when one knows a lot and knows he knows a lot that one must be very careful in what he says — if he is a teacher."

The next time I saw the little girl she was a senior in the State University where she was specializing in psychology, including intelligence tests and eugenics. A brilliant student, a handsome young woman, witty, clever, prepossessing and healthy.

In the meantime a second child had appeared and I had the opportunity of repeating the pleasure of playing with the younger as I had with the older. She, too, was apparently gifted, certainly pretty and decidedly wholesome.

Last night I had a long talk with the father. We had not talked together for years and years and we are both old enough to talk sense, look truth in the eyes and say what we think to each other. "Tell me, Jim," I asked, "how did Betty and Dorothy get this way? Betty is beautiful, practical, and one of the greatest of our young scholars in modern psychology. Dorothy is now in high school, head of her school paper, captain of the basketball team, leader of a debating society, ranking student in her studies, accomplished violinist, and heavens knows what else. She is mighty pretty and tremendously wholesome.

"Now as a student of heredity and environment," I continued, "I want to know how you got these youngsters. You are a pedagogue with very advanced ideas and I know well enough that you experimented with your children and gave them the very best environment possible. You taught these girls everything from housework to horseback riding, from music at the wash tub to notes on the violin, from using a typewriter to family conversation in French. But how about the inheritance? Who are you and what was your wife?"

And then he told the story of his wife's family connections with a well-known family of preachers, college presidents, philanthropists, scientists, men of affairs and what not. Then followed the story about his family — Southern stock which could be traced back to the F. F. V.'s.

What are the conclusions? The seed was good and so was the soil. And if you don't believe the two are of equal importance ask any farmer. Heredity cannot be ignored as of no importance, nor can we think that it inevitably picks our destiny. Heredity is handed us. Environment we can make.

If it were true that our surroundings could not in any way alter the level that we were predestined by heredity to achieve, then there would not be any use at all in having churches, schools, homes, teachers, books or anything.

Therefore, folks, let's throw our influence upon the environment we give our children and accept the heredity as it is.

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EDUCATION IN ACTION

Pledge Loan Fund For M. I. T. Students

Creation of a student loan fund of $4,200,000 at the Massachusetts Institute of Technology for a comprehensive experiment in helping students to pay the cost of modern education was announced by Gerard Swope, president of the General Electric Company, at the All-Technology reunion dinner. Under provisions of the fund the Institute becomes a pioneer, not only in helping students to pay more of the cost of education, but in making higher education available to many who could afford it in no other way. Mr. Swope, who was graduated in the class of '95, is a member of the Institute corporation. The fund, he said, was raised by friends and alumni of Technology. Explaining the plan under which the loan fund is to be administered, Mr. Swope, after reviewing the Institute's plan for larger tuition and increased pay for the teaching staff, said in part: "To increase tuition without at the same time making provision for students who have not sufficient means to take advantage of the education offered by the institute would be tragic. The plan adopted is a loan to any student who passes certain required tests of ability, character and personality, for the amount of the tuition either in part or in whole. This loan will be made generally after he has been one year at the institute, and can be repaid in small installments after his graduation. To accomplish this, a few of the members of the Corporation and alumni were appealed to to create an adequate loan fund and each one has given the plan his hearty indorsement. Although only a few have been approached, upward of $4,200,000 has been subscribed. This amount is to be paid over a ten-year period. The operation of the plan will begin in the fall of 1930, and today almost half a million dollars has been paid into the loan fund."

Student Farming Yields $3.71 for $1

For every dollar the State of North Carolina spends in teaching vocational agriculture in the rural schools, those who take the prescribed courses get back an average of $3.71 from products grown in practice projects, it was announced by Roy H. Thomas, state supervisor of agricultural education. The cost of teaching vocational agriculture in 119 high schools last year was about $240,000, and the crops grown by the students in these schools yielded an income of $1,090,420. This was the largest income for any one year realized from practice projects. A total of 8,203 students participated. Of these pupils, 4,025 were all-day pupils who were farm boys regularly enrolled in the high schools, while 4,179 attended evening classes, most of them being adult farmers living in the school areas who took advantage of the opportunity to organize themselves into agricultural classes. Following is a partial list of the projects carried out by pupils: Cotton improvement by use of better seed and cultural methods, 6,827 acres; corn improvement by pure-bred seed, 350 acres; improved fertilizer practices, 2,652 acres; soil improvement by introducing legume crops, 6,250 acres. In addition co-operative shipments of 118 cars of swine, fifty-eight cars of poultry, 192 cars of potatoes, and 7,000 bushels of certified seed were made.

Industrial Retainers Urged for Educators

The open receipt of retainers from industrial concerns by college professors is advocated by Dr. Harrison E. Howe of the American Chemical Society as a solution to the problem of making college teaching attractive financially to the best man. Dr. Howe reports that trained science workers are insufficient in numbers to meet the industrial demand, and that industries evince a tendency to "raid the research staffs of educational institutions." The "competitive bidding" resulting from efforts of employers to obtain the technicians they require may prove disastrous to the technical schools of the country, Dr. Howe declares. He maintains that a draining of the best men from academic positions, through the temptations of higher salaries offered by industrial concerns, will result in lower standards of teaching. This, in turn, will produce inadequately trained technicians for the future, he asserted. Retainers for faculty members and fellowships for recent graduates, both furnished by industrial concerns, are advanced by Dr. Howe. "In this," he says, "the universities can assist by making it possible for certain men to accept retainers from industry. This will tend to give them maximum freedom, close contact with industrial problems and a total income sufficient to make out-and-out industrial offers unattractive. What about the young men themselves? Several avenues are open. The fellowship plan for graduate students has produced good results. Far too few industries appreciate how, with a relatively small outlay, they can thus promote goodwill for themselves, can aid in the advancement of our knowledge, and can take steps to insure at least an increasing number of well-trained men. Student loan funds are also reaching fair proportions in our country, but undoubtedly should be increased."

Says College Men Are Truly Religious

The philosophy behind the religious principles of a large proportion of college undergraduates was explained by the Rev. D. Wilmot Gateson, chaplain of Lehigh University, in his baccalaureate sermon. "It is impossible to generalize about most things, especially the religion of undergraduates," Dean Gateson said, "but in general it may be said that seventy-five per cent. of college men have a real and fine religion. About half of these follow traditional lines, the other half rather revolt from the traditional. This anti-traditional strain in some cases may be due to a fine intellect and a strong individuality, but is not necessarily a criticism of tradition; it may sometimes be due to the inability of youth to appreciate the value of tradition and spiritual experience. Knowledge is the price of an opinion, and if one does not know much about a subject one's opinion is not worth very much. One kind of faith or religion of the college man is subjective. He believes in himself. He has confidence that he will make good, or good enough. He has a sense of honor and he sticks to his code.

Salary of Rural Teacher Lower

Salaries paid rural school teachers in the United States are far inferior to those paid city teachers, and reveal a glaring inequality by comparison, the specialist in rural education, W. H. Gaumnitz, stated at the Federal Office of Education. The median salary for all classes of teachers is $871, compared with $1,648 for all classes of city teachers, Mr. Gaumnitz said. Approximately 186,000 rural school teachers, or 68.71 per cent. of over 270,000 whose salaries were tabulated, have incomes of less than $1,000 per year, Mr. Gaumnitz said. Both the rural school population and number of schools are in excess of those of the city schools, he continued. Of a total of 24,741,468 students enrolled in the public schools

of the Nation, 13,027,237 are rural, and 11,714,231 are urban. Approximately 12,000,000 of the rural enrollments are in the elementary schools, compared with over 9,000,000 in the city schools. The city schools, however, Mr. Gaumnitz pointed out, have over 2,600,000 students in secondary schools, compared with more than 1,000,000 in the rural schools of the same character. Of the 256,104 schools housing the students, 230,863 are in the rural sections and 25,241 are in the urban sections, Mr. Gaumnitz stated. The demands on the rural teacher are greater, yet she receives such a small income that she is compelled to supplement it by outside work, Mr. Gaumnitz continued. Although more children in attendance in the public schools of the nation live in rural sections, that is, places with a population of less than 2,500, the burden imposed upon the rural teacher is greater than in the city. Mr. Gaumnitz cited the 814,169 teachers in public schools below the college level, of which he said 338,830 were employed in cities compared with 475,339 in rural sections where the enrollment is larger. Because of the one-room schools in the rural sections, Mr. Gaumnitz explained, the teacher has to scatter her energies, and in so doing carries a heavier teaching load than the city teacher in a consolidated school or other types of schools in which she is confined to a more narrow teaching routine.

Demand for Teachers With Broad Education

Public and private schools, at least around New York City, no longer take the bulk of their teaching staff from the normal schools, but select the more broadly educated graduates of liberal arts colleges, according to a report issued by Clyde R. Miller, director of the employment bureau at Teachers College, Columbia University. Applicants for teaching posts in suburban schools, Mr. Miller revealed, must satisfy their prospective employers in five counts before they can hope to land a job. These he listed as superior intellect, attractive appearance, winning personality, social graces and broad cultural background. "Add to the necessary qualities a professional training consisting of a year or more of study and laboratory training in a good graduate school of education like that at Chicago University or the Teachers College here, and the result is hard to equal anywhere," he added. "Though there are too many unemployed teachers, there is an under supply of liberally educated teachers," he declared. "The growing number of country day and private schools offers a splendid opportunity to young men and women of the type they require."

Boston to Prepare Fewer Teachers

Because there are more than 1,000 Boston teachers on the waiting list, with little prospect of their appointment for several years, the Boston school committee by a vote of three to two decided to restrict to 200 or less the number of yearly admissions to Teachers College for the purpose of preventing further increase in the list. Inclusive of this summer's graduating class there are now 600 elementary teachers on the eligible unappointed list, and unless the majority of them seek positions elsewhere the school officials fear that they will be kept on the inactive list for several years. Not since a few years before the war have there been so many teachers out of employment, and with the prospects none too bright in the near future the school committee members decided that the seriousness of the present situation should be impressed on those who intend to make teaching their life profession. The committee believed that if the matter were placed squarely before the public many of these young people, who would make excellent teachers were places available, would prepare for some other profession. The problem of the teachers came before what was the first public session of the committee in many years. Formerly the members met behind closed doors to discuss school matters, and then held a perfunctory public meeting. Chairman Joseph J. Hurley presided.

Dinner Table's Routine In Training of Child

Child experts at Teachers College, Columbia University, have spent many months trying to pierce the mental haze of young childhood and understand the complex nature of the baby's problems. The first fruit of their research, a manual for parents and nursery teachers on how to introduce the child to the routine of the dinner table, was issued recently by Dr. Dorothy Van Alstyne and Miss Adelene Bruce Hill, of the Teachers College faculty. The baby's problems, from the time it is called to the table to the time it pushes the chair back at the conclusion of the meal, have been grouped under sixteen main headings, with hundreds of subdivisions. In parallel columns the experts have given a statement of the child's and the parent's responsibility in attaining each step. Parents are warned that the problem child, who later becomes the neurotic and often criminal adult, may develop his erratic habits at table. They must not pamper him. They must applaud him when he does the right thing, patiently guide him when he makes a mistake, and gently ignore him when he adopts the facile weapon of temper tantrums as a bid for personal attention. Under the sixteen headings, each one forming a lecture for the child on one phase of his responsibilities, the study deals with going to the table, sitting at the table, putting on bib, eating toast, eating food, drinking milk, food likes and dislikes, taking care of spilled food, carrying dishes to and from serving table, use of bib, getting up from the table, pushing chair under table, carrying empty dessert dish to serving table, taking off bib, duration of the meal, and social reactions.

New Jersey Lacks Medical College

"Whether or not New Jersey is to be congratulated upon not having a medical college is a mooted question," declared Dr. Henry O. Reik, executive secretary of the Medical Society of New Jersey, the oldest organization of its kind in the country. "Some of us," he said, "have looked on the absence of such an institution as beneficial to the state and the medical profession, while others have felt that conditions might be improved by such a central organization around which to rally. Recently we were approached by a representative of Rutgers University with the suggestion that this matter be carefully and thoroughly investigated. As the result of further conference with President McBride of this society it was agreed to request the trustees of this society to appoint a delegate to join with a delegate from Rutgers and one from the Board of Regents of New Jersey in the preparation of an appeal, and its presentation to the Rockefeller Foundation, asking that body to make an investigation as to whether it appears desirable to establish a medical school in association with the State University."

To Study Gotham At First Hand

New York City in its many and varied aspects will be one of the principal subjects from now on in the courses of freshmen and sophomores at Columbia University, Dean Herbert E. Hawkes announced recently. "Taking advantage of our environment" is the name which President Nicholas Murray Butler applied to projected trips to markets, factories, newspaper

plants, City Hall and other points on the curriculum, in approving the step by the Columbia faculty. The plan is to acquaint freshmen with the cultural resources of the city, the museums and galleries, its musical and dramatic events. For sophomores a series of trips to industrial, commercial and governmental institutions have been outlined. The course in contemporary civilization is required of freshmen and sophomores. It was felt to be absurd to study industrial organization, stock manipulation or the methods of the courts without so much as a visit to the Stock Exchange, an industrial plant or a court in session.

Boys Raise Havoc In East Boston School

Alleged hatred for several of their teachers caused a score of students of the Plummer School, East Boston, Mass., to break into the institution after closing hours, and do general destruction to the tune of many hundreds of dollars' damage. More than 250 phonograph records and 150 stereopticon slides were broken, the keys were ripped from two pianos in the auditorium, the plaster was torn from the walls of several of the rooms, and sixty-four bottles of ink were smashed against the blackboards and ceilings. The marauders broke into teachers' desks, where they found the yearly report cards, bearing their marks, and also the cards which would show who was to be promoted. These records, the only ones that the teachers had, were burned. Six boys were eventually apprehended by the police. Several of the youths are said to have admitted their animosity toward the teachers. The exact nature of the trouble between the school faculty and the youngsters is not known.

Former Penniless Refugee From India Wins Ph. D.

Habib Yusufji, a Shiah Mohammedan from Western India, thirty-three years old, who arrived in this country seventeen years ago, frightened and penniless, was among the recipients of the Ph. D. degree at the annual commencement of Princeton University. Converted to the Christian faith, he will assume the duties of Professor of Greek and Islamics at the Methodist Theological College of India in the Fall. As a young boy, Yusufji ran away from the home of an uncle, to whose small daughter he was married, and eventually went to sea. His shipmates, who were of a different sect of Mohammedans, tormented him, and at Philadelphia he deserted the ship. He cleaned streets, worked in a stone quarry and on a railroad section gang before, aided by scholarships, he sought an education. After attending Oberlin Academy he was graduated from Mount Hermon School in 1919. From there he went to Gordon College of Theology and Missions in Boston, receiving the degree of Bachelor of Theology in 1922. In 1925 he was graduated from Colgate with the A. B. degree, and the following year he received the degree of Master of Theology at Princeton, and a year later the A. M. degree at the same institution. He also studied at Hartford Theological Seminary.

Cripple's Courageous Struggle Wins Degree

A courageous struggle for a college degree by a youth crippled since childhood ended successfully this month, when Frank A. Fuhlbruck received his B. S. degree at Trinity College, Hartford, Conn. Before entering Trinity five years ago from Newington Home for Crippled Children, Fuhlbruck, who must use crutches and body braces all his life, underwent operations to give him greater mobility. Pain was his unremitting enemy throughout his college days, but he continued his studies and finally completed the Trinity requirements for his degree.

Rank Pupil's Ability Ahead of Knowledge

Charles R. Mann, director of the American Council of Education, announced receipt of a $500,000 grant from the General Education Board for ten years' support of the council's research on objective tests. These tests are designed to reveal how well boys and girls can use their knowledge, and are intended to supplant examinations of the type to show what the students know. "When such objective tests of achievement are available," Mann said, "schools will be able to promote students on a basis of proficiency rather than on the present basis of time credits."

Foreign-Born Pupils Led By Russians in Citizenship

Public school pupils and graduates of Russian birth in New York City won more awards for good citizenship during the last seven years than any other foreign-born group. Figures made public by the Board of Education show that of the 1,870 medals and diplomas awarded by the Co-operation-in-Government Committee for "American citizenship honors," 1,714 were presented to native-born pupils, and of the remaining 156 Russian-born boys and girls won forty-four. The honors are given for civic service before graduation and during a ten-day period following it. Nearly every country is represented among the winners. The fathers of 1,200 winners and the mothers of 1,000 were born abroad. Poland followed Russia with twenty winners. Then came Austria with seventeen, Italy with seventeen, and England with thirteen.

Educator Reports On Exchange Fellowships

Professor Stephen P. Duggan, director of the Institute of International Education, an organization for the exchange of students between the United States and other countries, returned to this country recently from Europe, where he attended a meeting of the committee on intellectual co-operation. This committee, a branch of the League of Nations, strives to preserve ancient cultures endangered by modernism. Professor Duggan said the Institute of International Education had brought about in the year 1929-30, 162 exchange fellowships. Italy and Spain are now members. Italy sent five students last year, and Spain is planning to send five next year.

Mexico University Maps Pan-American Law Code

The American Institute of Law and Comparative Legislation recently organized by the School of Law and Social Sciences of the University of Mexico will study the existing and discarded laws of the American nation, under the newly-announced program of the institute. The international section will study Pan-American law with a view to its unification, will attempt to further a Pan-American civil code, and will sponsor an international sociological congress, to be held in Mexico City. The national section through comparative study will offer suggestions for needed codes and amendments of codes. The publication of a volume of past and present Mexican statutes, for the purpose of studying the advancement of the law and its various influences, also will be attempted by the institute.

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The BOOK TABLE

MY LIFE WORK, BUILDING AND METAL TRADES. By Robert L. Cooley, Robert L. Rodgers and Harry S. Belman, all of Milwaukee Vocational School. McGraw-Hill Vocational Texts. Cloth. 218 pages. 370 Seventh Avenue, New York City: McGraw-Hill Book Company, Inc.

The Milwaukee Vocational School is in a class by itself in every respect, and Robert L. Cooley has created a personality in vocational efficiency as distinct as is the personality of Thomas A. Edison. Messrs. Rodgers and Belman and every other associate of Mr. Cooley partakes of his wisdom, zeal and devotion.

We connot conceive of any person engaged in vocational education who does not need and desire "My Life Work." There is no carpenter, bricklayer, plumber, electrician, painter, decorator, sheet-metal worker, plumber or steamfitter, machinist, forgeman, or boilermaker who will not be worth more to his employer every day he works if he has read this book and keeps it at hand.

The following from the Introduction is a sample of the spirit of every chapter in the book:—

"All work is hard unless you care for it and are interested in it. Interest is to work what oil is to machinery. A machine operating without oil will grind itself to pieces and shorten its life and in the meantime use more power and produce less. The human body, like a machine, has only a certain period in which to serve and live.

"There is no such thing as an easy job that is worth while. Some kinds of work require muscular activity; others demand mental activity. In either case, any worth-while job just about balances with the amount of energy that it requires in the course of a day. If the work is of a kind that you care for, you will accomplish more and be less worn out at the end of the day.

"All kinds of honorable work are necessary to society. Whatever one's job or position may be in industry, one should become acquainted with what goes before or comes after the particular task upon which one is engaged.

"The conditions found in any industry affecting hours, wages, surroundings, and workmanship are largely dependent upon the interest, the intelligence, and the co-operation of those engaged in it. No one ever gets a dollar that he does not earn without some one's earning a dollar that he does not get."

PRACTICAL STATISTICS FOR TEACHERS. (A Text and Work Book.) By Marian E. Macdonald, Jamaica Training School for Teachers, New York City. New York: The Macmillan Company.

By using the perforated pad form, 8 by 11 inches, the publisher has enabled the author to render an important new service to teachers at a time when it is as important for a teacher to be correct in official statistics in any work as to know precisely how many 9's there are in 54.

A. LINCOLN. By Ross F. Lockridge. Cloth. Illustrated. 320 pages. Yonkers-on-Hudson, New York: World Book Company.

This is a refreshing story of Abraham Lincoln for boys and girls, especially for youths. It is an original presentation, a semi-autobiography, flavored for the present decade. It is so personal in its method that it has the charm of a present-day Lindbergh.

The author has had access to several new resources of information about the experiences of Mr. Lincoln, and has saturated himself with standard works on his life, but "A. Lincoln" is as fascinating as though no one had ever heard of the most interesting of all Americans.

READINGS IN COMMUNITY LIFE. By Howard C. Hill, University of Chicago. Cloth. 640 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Here is something radically new. There are selections on: How We Live Together, The Family, The School, The Church, The Neighborhood, The Nation, Other Lands, Health, Fire Protection, Law and Order, Recreation, Making Laws, Enforcing Laws, Paying the Bills, and Choosing Officers.

The selections are from 212 writers, many of whom are living in America now. Among these are: Coolidge and Hoover, John H. Finley, William H. Allen, Leonard P. Ayres, Michael Pupin, Philip Davis, Monteville Flower, Raymond Fosdick, Albert Bushnell Hart, Howard C. Hill, Newell Dwight Hillis, William J. Hutchins, Hellen Keller, Edwin Markham, Andrew W. Mellon, Angelo Patri, Laura E. Richards, Mary Roberts Rinehart, Edward A. Ross, William E. Shepard, Edward A. Steiner, William Lyon Phelps and Henry Van Dyke.

NEW JUNIOR BUSINESS TRAINING. By Frederick G. Nichols, Graduate School of Education, Harvard University.

Professor Nichols appreciates that every one needs business training for modern life. Every one who has a share in the activities of life has need of some knowledge of business procedure. People must keep more accurate records of what they earn and what they spend. Business methods promote thrift. Every home is a business, indeed living is a business, and "New Junior Business Training" touches life at every business angle, and it makes a business of making every function in life a good business proposition. It is really wonderful that attention to the business of every phase of everyday life has a vital interest, influencing temper and temperament, culture and chivalry.

It is really fascinating to review a book as close to life in all its functioning as is this book by Professor Nichols.

Books Received

"Segundo de Espanol." By Louis Imbert and Francisco Pinol.—"A General Science Workbook." By C. H. Lake, L. E. Welton and J. C. Adell. "Mes Premieres Lectures." By L. J. A. Mercier. New York City: Silver, Burdett and Company.

"A Health Review." By Margaret Strassler. — "Track Athletics and Cross Country." By L. W. Olds.—"The Festival of Indian Corn." By E. V. Hathaway.—"The Golden Age." By K. L. Chapman.—"The Recompense." By E. E. Holmes and N. G. Carey.—"Growing Straight." By M. S. Williams. New York City: A. S. Barnes and Company.

"Child Adjustment." By A. D. Inskeep.—"Earning and Spending the Family Income." By Mata Roman Friend.—"Green Magic." By J. C. Kenly.—"A Magic World." By M. Gordon and M. B. King. New York City: D. Appleton and Company.

"In Search of America." By L. L. Hazard.—"Heroes of the Farthest North and Farthest South." By K. MacLean and C. Fraser. New York City: Thomas Y. Crowell Company.

"Test and Practice Sheets in Arithmetic." By N. J. Lennes, Pads 2 and 3. Chicago, Illinois: Laidlaw Brothers.

"Learning Levels of the Children in the Nursery School." By A. B. Hill and D. V. Alstyne. New York City: Bureau of Publications, Teachers College, Columbia University.

"Good Games for Boys and Girls." By J. H. Fretwell. New York City: Rand McNally and Company.

"Algebra for Junior and Senior High Schools." By J. Calhoun, E. White and T. Simpson, Jr. Richmond, Va.: Johnson Publishing Company.

"Born a Jew." By B. D. Bogen. New York City: The Macmillan Company.

"Character Through Creative Experience." By S. Mathews, T. G. Soares, and W. Bower. Chicago, Illinois: The University of Chicago Press.

"Tomorrow's Americans." By A. O. Bowden, Ph.D., and I. C. Clarke. New York City: G. P. Putnam's Sons.

"Practical Mathematics." By C. I. Palmer.—"Civics and Industry." By D. S. Morgan and O. S. Flick. New York City: McGraw-Hill Book Company.

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"Heavens," said the young miss, as she inspected Granny's wedding ring, "what heavy, unwieldy things those were fifty years ago."

"Yes, dear," said Granny, "but you must remember that in my day they were made to last a lifetime."—Everybody's.

Discovered

"I started out on the theory that the world had an opening for me."

"And you found it?"

"Well, I'm in a hole now."—Laughter.

Correct

Mother (teaching son arithmetic)—"Now, take the Smith family. There is mamma, papa and the baby. How many does that make?"

Bright Son — "Two, and one to carry."—Louisville Courier-Journal.

Insult

First Mongrel — "I am wondering why you gave that little dog such an awful fight."

Second Mongrel—"You are wondering, eh? Well, that little yellow dog called me a pomeranian."—New Bedford Standard.

Not New to Him

Wilbur, having been to New York, was telling his cronies of the sights he saw.

"An' up at the hospital I seed one of these machines that tell if a man's lying."

"Pooh," said Luke, from his corner.

"Pooh? Did you ever see one?"

"See one? I married one!"

A Steady Job

Convict — "It's much more pleasant working in prison than outside."

"More pleasant. How so?"

"Because you're not always being threatened with dismissal." — Lustige Kolner Zeitung, Cologne.

All the Same

One of the crew of a big liner chanced to pick up a first-class cabin menu card, and, seeing at the top, "Table d'hote," turned to his pal and inquired:—

"What does this 'ere mean, Joe?"

"Well," said Joe, "it's like this 'ere. Them swells in the saloon have some soup, a bit of fish, a bit of this, a bit of that, and a bit of summat else, and call it 'table dottie.' We have 'table dottie,' only we mixes it all together and calls it stew."—Answers.

Nature Does Nothing in Vain

The Cynic — "If you girls have to hide your ears what's the good of having ears?"

The Flapper—"Why, if we had no ears where would we hang our earrings?"—Pearson's Weekly.

Perfectly Safe

"My little daughter has swallowed a gold piece, and has got to be operated on. I wonder if Dr. Soandso is to be trusted?"

"Without a doubt. He's absolutely honest."—Fliengende Blaetter, Munich.

A Good Job

Mistress — "Huldah, I smell something burning! Are you sure you turned off the electric iron, as I showed you?"

Huldah—"I did, mum. I turned it twice to make sure."—Life.

Relief Wanted

Doctor: "When you take your wife's temperature she must place the thermometer under her tongue and keep her mouth closed for two minutes."

Mr. Jones: "Have you one that takes a little longer?"—Everybody's.

Why Shouldn't He?

"This letter is marked 'Dictated, but not read.'"

"Well, if he didn't consider it worth reading, why should I?"—Louisville Courier-Journal.

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Why Children Leave School

Why do children leave school to go to work prematurely? Several answers to this question are given in a new bulletin, "Child Labor — Facts and Figures," just issued by the Children's Bureau of the United States Department of Labor. The bulletin contains material formerly issued in three separate publications, revised and brought up to date. It is presented in the form of five study outlines dealing with the history of the child labor movement; the extent of child labor in the United States; the causes, social costs and prevention of child labor; present legal status of child labor in the United States; and vocational guidance and vocational education. Each outline is followed by a list of reading references. Reports of investigations made in various localities indicate family necessity and dissatisfaction with school as outstanding reasons given by children for leaving school to go to work, though recent investigations tend to regard family necessity as of less importance than other motives. "Though many children undoubtedly leave school because of restlessness, impatience with discipline, and personal and family ignorance of the value of continued school training, an important cause of dissatisfaction with school is found in the fact that, despite improvements in recent years, many school systems do not yet provide training adapted to the needs of an industrial society," the bulletin states.

—

Only One To Be "At Home"

Only eighteen out of the graduating class of 256 students at Barnard College failed to announce plans for individual careers, according to Miss Katherine S. Doty, assistant to the dean of the college in the charge of the occupation bureau. Two hundred and thirty-eight of the graduates have signified their intention of going into some kind of work. Ninety-one of the young women intend to teach, while eighteen will begin by doing secretarial work. Sixteen will go into merchandising, twelve hope to "write," and eleven to do statistical work. Ten plan social science and missionary work, ten chemical and biological laboratory work, ten will go in for psychology, nine for research in government, history and economics, and nine for various forms of art. Seven will study medicine, while six will go into publishing houses. Five have signified their intention of going in for literary work; five for dramatics; four for advertising, and four for translating. Two will be lawyers and two will engage in music. One young woman already is a radio announcer and one a representative of a tourist agency. Only one reports that she will merely be "at home."

—

School Indebtedness at Peak

Public school indebtedness now totaling $2,158,148,666 in forty-three states is believed to have reached its peak and will hereafter recede, David T. Blose, of the statistical division, United States Office of Education, stated. Although the school debt in these same states increased approximately $250,000,000 between 1926 and 1928, Mr. Blose said there are indications assuring a recession. The huge debts accumulated by states in promoting education largely involve buildings and equipment, most of which represent an expenditure in post-war times when building materials were very costly, he explained. Within the last ten or fifteen years, Mr. Blose continued, to meet increasing demands brought about by changing conception in education, extraordinary burdens have been placed upon the educational systems of the states. These represent an expansion in curricula and an improvement in faculties. Educational expansion came at a time when people because of the war and post-war spending habit were willing to launch effective programs of improvement at once, hence issued bonds involving great sums of money, Mr. Blose explained. Now that the pressing needs have been met, it is expected, he said, that normal processes in maintaining education will make it possible for states to curtail their debts. Meanwhile, as this adjustment appears, building costs have declined somewhat, Mr. Blose explained, and this provides for a saving in the future. Mr. Blose pointed out that legislatures and school board officials are now tending to become more careful in the supervision of programs that call for great outlays involving increasing indebtedness.

A Progress Test

The public school system of New York City took stock of its standards of achievement and noted its weak spots recently, when 80,000 pupils in 200 elementary schools throughout the city were tested in spelling, arithmetic and geography. Similar city-wide examinations have been held regularly by school officials since 1925. The tests are held to discover points of excellence to be promoted in teaching, and to remedy points of weakness. They are not used to grade schools or promote pupils. The results in one grade are compared with those in other grades and scientific analysis is made. The 200 schools in which the tests were given were divided into three groups. In one group 8,000 "rapid advancement" pupils of the eighth year were tested in the three subjects. In another group 31,000 students in grades ranging from the fourth to the eighth grade were examined in arithmetic only, and in the third group 41,000 pupils in a similar range of grades were tested in spelling. Contrary to previous practice, this year's test was not of the "standardized" type, but was worked out in accordance with the city's courses of study and adapted to local needs by the Bureau of Reference and Research of the school system. The geography paper tested the pupil's knowledge from the commercial, the locational and the transportation angles. Typical questions were: "Indicate whether Iraq is in—Europe or Africa or Asia or South America"; "In which one of the following voyages would a freighter most likely be laden with machinery: New York to Germany, Philadelphia to Buenos Aires, Boston to Great Britain, San Francisco to New Orleans." The test extended into the field of current events, with questions asked of the location of Little America and the residence of Ghandi—whether in Mexico, India, Nicaragua or Italy. The spelling test contained fifty words of the type of: Clothing, middle, eager, strength, original and consequence. The list was graded upward in difficulty. The results of the examinations will be tabulated and studied by the bureau. There will then be a report to district superintendents and principals with requests to remedy whatever weak spots are discovered.

—

The Art of Convincing

By Dr. Denis A. McCarthy

[Boston Transcript, June 9, 1930]

We all know that one of the worst ways to commend ourselves or our cause to another is to begin with a criticism of that person's views or ac-

tivities. It is better to find something to praise, first of all—and there usually is something to praise in almost any course of action, even if it be only the zeal with which it is pursued. Then when we have laid a foundation of friendly interest and established a sympathetic relationship our criticism will be taken in better part, our arguments will be listened to, and our suggestions will run a better chance of being followed.

In discussing controverted questions we make a great mistake when we fail to be courteous, when we fail to remember that we are not out to show how smart we are so much as to convince people of the justice of our cause or the correctness of our views. We make a great mistake when we fail to put ourselves in the place of the other fellow and try, for the time being at least, to see things as he sees them. Opinions not identical with ours may be quite legitimate and natural when looked at from another standpoint. Backgrounds, inheritance, environment, bringing-up, long-held conventions—all these should be taken into consideration before we begin to condemn or controvert.

Meetings To Be Held

JUNE-JULY

28-July 4: American School Citizenship League, Mrs. Fannie Fern Andrews, 295 Commonwealth Avenue, Boston, Mass.; Columbus, Ohio.

28-July 4: National Education Association, Sec. J. W. Crabtree, 1201 16th Street, N. W., Washington, D. C.; Columbus, Ohio.

28-July 4: American Association to Promote the Teaching of Speech to the Deaf, Sec. H. M. McManaway, Virginia School for Deaf, Staunton, Virginia; Milwaukee, Wisconsin.

30-July 4: School Garden Association of America, President David A. Ward, Superintendent, Chester, Penn.; Columbus, Ohio.

OCTOBER

23-24: Ninth Annual Meeting of the Vocational Home-Makers, Broadview Hotel, East St. Louis, Illinois.

24-25: Tenth Annual Meeting of the Illinois Home Economics Association, Broadview Hotel, East St. Louis, Illinois.

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Range of Salaries in 1929

Class of	*Lowest*	*Highest*	*Median**	*Class of*	*Lowest*	*Highest*	*Median**
1920	$3,200	$12,000	$5,000	1925	$1,300	$6,000	$2,500
1921	2,340	12,000	5,200	1926	1,000	9,000	2,350
1922	1,100	11,000	4,000	1927	1,040	8,500	2,000
1923	1,300	11,000	3,120	1928	900	4,200	1,820
1924	1,000	10,000	2,700	1929	936	4,140	1,600

*NOTE: The Median salary is determined by listing the salaries of the individual members of a class in the order of their monetary value, and taking the amount which is in the middle of the list. Hence, one-half of the members earn more than the median salary, and one-half earn less.

Employment

At the time the reports were received, 98 2/3 per cent of the living graduates of our Evening division were employed as follows:

Commercial Accounting:		
Major Positions	289	
Minor Positions	364	653
Income Tax Work—U. S. Govt.		11
Instructors of Accounting		8
Commercial Credits:		
Major Positions	19	
Minor Positions	10	29
Executives:		
Owners and Partners	20	
General Managers	26	
Assistant Managers, Branch Managers, Factory Managers, and Buyers	48	
Treasurers, Assistant Treasurers, and Comptrollers	42	136
Public Accounting:		
Major Positions	86	
Minor Positions	34	120
Banking and Brokerage:		
Major Positions	17	
Minor Positions	34	51
Miscellaneous:		
Selling	44	
Lawyers	7	
Teachers (public schools)	5	
Unclassified	52	108
Unemployed:		
Student	1	
Ill	3	
Out of work (1 per cent)	10	14
Total living graduates		1130
Deceased		12
Total graduates of Evening division		1142

A considerable number of business corporations and public accounting firms give preference to our graduates and send their representatives to us each year to select men from our senior class to develop in their organizations.

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